

WARM-UP

(Skills: Identifying the Components of MLA Parenthetical Citations)

DIRECTIONS: This is an individual and a total-class assignment. Access and read “**MLA In-text Citations: The Basics**” at the highlighted URL below. Read through the first portion of “**In-text citations: author-page style,**” stopping after examining the three examples listed under the words **For example.** After reading, closely examine the second example to answer the numbered questions at the bottom of this assignment box. When you finish, proceed to today’s Introductory Activity, which follows this assignment.

<https://owl.english.purdue.edu/owl/resource/747/02/>

- 1.** What part of the example represents the actual quote---the actual textual evidence?
- 2.** What is the purpose of the words before the actual quote?
- 3.** Does end punctuation immediately follow the quote?
- 4.** Where is the end punctuation listed?
- 5.** What information is listed inside the parenthesis?
- 6.** Now, explain the purpose for using parenthetical citations. If you need help, check out the introduction at the top of the highlighted URL below.

<http://leo.stcloudstate.edu/research/mlaparen.html>

INTRODUCTORY ACTIVITY

(Skills: Closely Reading a Newsmagazine Article from *The Atlantic*)

DIRECTIONS: This is an individual assignment. Complete the specific task for your class that is listed in this assignment box.

- If you're in **3B**, read "How Teenagers Spend Money," the newsmagazine article you picked up along with today's assignment sheet when you entered class today. As you read, perform each of the bulleted tasks below:
 - Highlight what you consider the most important information.
 - Write a brief note in the margins near the highlighted information to clarify why you highlighted each passage.

- If you're in **4B**, take out "How Teenagers Spend Money," the newsmagazine article you received in last Friday's class. Then perform each of the bulleted tasks below:
 - Read the article.
 - As you read, highlight what you consider the most important information.
 - Write a brief note in the margins near the highlighted information to clarify why you highlighted each passage.

CLASSWORK

(Skills: Ranking Teen Topics of Interest)

DIRECTIONS: This is a total-class assignment. In a graded discussion, let's discuss the top five and top ten lists you formulated last week.

- Rearrange the topics below into a **TOP FIVE LIST** to indicate how the topics below appeal to teens. List the topics from **#1** to **#5** with **#1** being the leading topic.

Teen-centered movies

Fashion week

How teens spend money

Teenage convicts

Positive impacts of having a good dad

- After that, based on your own knowledge of what interests teens in general, formulate your own **TOP TEN LIST** that illustrates what you actually consider the top hot topics based on teen interests. Again, list the topics from **#1** to **#10** (with the first being the most favored topic).

CLASSWORK / HOMEWORK

(Skills: Ranking Teen Topics of Interest)

DIRECTIONS: These are individual assignments. You will earn a grade for each section. Begin this assignment by closely reading five newsmagazine articles. Therefore, you must point out key passages from each informational text---by highlighting, underlining, or circling---and write brief notes near each marked passage to indicate why you think each is important enough to note. You will earn a grade for each of the bulleted sections below:

- Closely read, point out key passages, and take brief notes in order to formulate a top five list indicating interests to teens. **Submit all five articles and your top five list; complete the list on a separate sheet of paper.**
- Decide the most interesting topic, and write a brief review that justifies why this is your number one choice. **Submit your typed review no later than the beginning of class on Tuesday, September 8.**
- Orally read your review in class. When you read, I'll grade on the strength of your argument---in other words, how well you support your claim and how well you present to your audience---organization, projection, eye contact, and poise.

HOMEWORK

(Skills: Composing and Upgrading a Persona-Poem)

DIRECTIONS: The final draft of this individual assignment must be submitted for grading. Practice and strengthen your **parallel structure** skills by reading the introductory reading at the first highlighted URL below. After reading, complete the first interactive activity. The site will give you feedback for each response you enter, explaining whether it is correct or incorrect. For grading, print this activity's handout from the second URL below, and bring it to class next Thursday, September 3. Be sure to include the correct answers on the printed handout.

<http://www.chompchomp.com/structure01/structure01.htm>

<http://www.chompchomp.com/handouts/structure01.pdf>

HOMEWORK

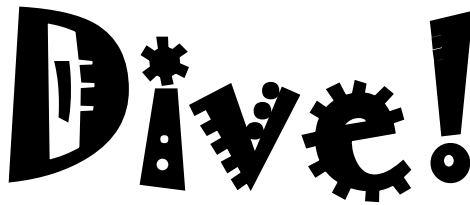
(Skills: Composing and Upgrading a Persona-Poem)

DIRECTIONS: The final draft of this individual assignment must be submitted for grading. Who are you really?

Submit the descriptive, vivid, distinctive, and lively final draft of your persona poem on Wednesday, September 9 (A) / Thursday, September 10 (B).

Review the specific project details from Tuesday's (A) / Wednesday's (B) assignment sheets.

📄 Produce a masterpiece! One-of-a-kind! Unique! Offbeat! Outstanding!



UNIT: The First Days: Ensuring Academic, Attendance, and Behavioral Success

OBJECTIVES: Students will --

- 📄 define claim and parenthetically cite textual evidence using MLA format. (I and TG)
- 📄 sequence steps of the research process. (I and TG)
- 📄 demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.9-12.1)
- 📄 create hot topic lists of teen interests, closely read informational texts, and justify claims orally and in writing. (I)
- 📄 examine the CHFHS format for assignment headings and completion in order to ensure uniformity and understanding. (TG and I)
- 📄 review class procedures, expectations, and rubrics for paragraphs and essays in order to ensure academic, attendance, and behavioral success. (TG)